

Since the splendid purpose of education is to assist the child to discover his untapped resources of intelligence, to stimulate him to develop functional mental powers to be actively expressed in behavior, to help him to help himself through self-examination, the teacher must therefore be an artist, that is, one who desires to use intelligence creatively and not photographically in his work. He does not tell the child what he is but, instead, strengthens him for the time when he is prepared to approach himself, both of the unknown self and the as yet unknown, more capable Self. The teacher knows that telling the young of these things does no good for while they may listen and perhaps remember the words they have heard, they will not thereby apply apply their powers to the end of consciously-directed growth. How should they if it is not required of them that they exercise these powers?

What, exactly, does the teacher do in the way of strengthening the child?